Bradley Elementary
3032 Pine Belt Rd.
Columbia, S. C. 29204

Grades	K−5 Elementary School	
Enrollment	411 Students	
Principal	Dr. Erica L. Fields	803−738−7200
Superintendent	Dr. Allen J. Coles	803−231−7500
Board Chair	Dr. Jasper Salmond	803−231−7556

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

IMPROVEMENT RATING   UNSATISFACTORY

ADEQUATE YEARLY PROGRESS   YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

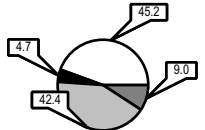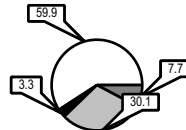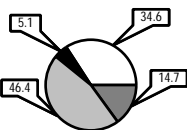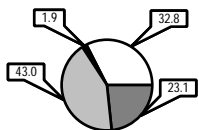|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
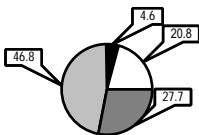
English/Language Arts   **Mathematics**   **Science**   **Social Studies**
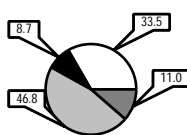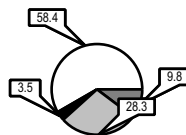
Our School

English/Language Arts: 4.6, 20.8, 27.7, 46.8

Mathematics: 8.7, 33.5, 11.0, 46.8

Science: 58.4, 3.5, 9.8, 28.3

Social Studies: 5.8, 39.9, 11.0, 43.4

Elementary Schools with Students like Ours

English/Language Arts: 1.9, 32.8, 23.1, 43.0

Mathematics: 5.1, 34.6, 14.7, 46.4

Science: 59.9, 3.3, 7.7, 30.1

Social Studies: 4.7, 45.2, 9.0, 42.4
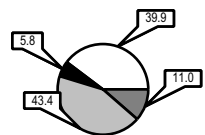
Definition of Critical Terms

	Term	Definition
■ (black)	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
■ (dark gray)	Proficient	Well prepared to work at next grade level; met expectations
■ (light gray)	Basic	Met standards; minimally prepared, can go to next grade level
□ (white)	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	201	100.0	20.8	46.8	27.7	4.6	38.7	Yes	Yes
Gender									
Male	104	100.0	25.3	50.5	23.1	1.1	30.8		
Female	97	100.0	15.9	42.7	32.9	8.5	47.6		
Racial/Ethnic Group									
White	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	22.0	47.6	26.2	4.3	36.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	100.0	22.0	44.0	28.7	5.3	40.7		
Disabled	23	100.0	13.0	65.2	21.7	0.0	26.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	201	100.0	20.8	46.8	27.7	4.6	38.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	201	100.0	20.8	46.8	27.7	4.6	38.7		
Socio−Economic Status									
Subsidized meals	176	100.0	22.0	48.7	26.0	3.3	34.7	Yes	Yes
Full−pay meals	25	100.0	13.0	34.8	39.1	13.0	65.2		
Mathematics − State Performance Objective = 36.7%									
All Students	201	100.0	33.5	46.8	11.0	8.7	30.6	Yes	Yes
Gender									
Male	104	100.0	35.2	49.5	7.7	7.7	26.4		
Female	97	100.0	31.7	43.9	14.6	9.8	35.4		
Racial/Ethnic Group									
White	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	33.5	48.8	10.4	7.3	28.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	178	100.0	26.7	50.7	12.7	10.0	35.3		
Disabled	23	100.0	78.3	21.7	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	201	100.0	33.5	46.8	11.0	8.7	30.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non−Limited English Proficient	201	100.0	33.5	46.8	11.0	8.7	30.6		
Socio−Economic Status									
Subsidized meals	176	100.0	34.0	49.3	9.3	7.3	28.7	Yes	Yes
Full−pay meals	25	100.0	30.4	30.4	21.7	17.4	43.5		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	201	99.5	58.1	28.5	9.9	3.5	13.4
Gender							
Male	104	100.0	61.5	26.4	8.8	3.3	12.1
Female	97	99.0	54.3	30.9	11.1	3.7	14.8
Racial/Ethnic Group							
White	6	100.0	I/S	I/S	I/S	I/S	I/S
African American	189	99.5	60.1	27.0	9.8	3.1	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	52.7	32.0	11.3	4.0	15.3
Disabled	23	95.7	95.5	4.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	201	99.5	58.1	28.5	9.9	3.5	13.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	201	99.5	58.1	28.5	9.9	3.5	13.4
Socio−Economic Status							
Subsidized meals	176	99.4	61.7	27.5	7.4	3.4	10.7
Full−pay meals	25	100.0	34.8	34.8	26.1	4.3	30.4
Social Studies							
All Students	201	100.0	39.9	43.4	11.0	5.8	16.8
Gender							
Male	104	100.0	41.8	44.0	8.8	5.5	14.3
Female	97	100.0	37.8	42.7	13.4	6.1	19.5
Racial/Ethnic Group							
White	6	100.0	I/S	I/S	I/S	I/S	I/S
African American	189	100.0	41.5	43.9	9.8	4.9	14.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	178	100.0	34.0	46.7	12.7	6.7	19.3
Disabled	23	100.0	78.3	21.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	201	100.0	39.9	43.4	11.0	5.8	16.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Limited English Proficient	201	100.0	39.9	43.4	11.0	5.8	16.8
Socio−Economic Status							
Subsidized meals	176	100.0	42.0	44.0	8.7	5.3	14.0
Full−pay meals	25	100.0	26.1	39.1	26.1	8.7	34.8

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2004							
3	63	100.0	8.9	32.1	51.8	7.1	58.9
4	59	98.3	16.7	38.9	38.9	5.6	44.4
5	57	98.3	34.0	56.6	9.4	N/A	9.4
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	65	100.0	12.7	43.6	32.7	10.9	43.6
4	75	100.0	16.1	58.1	22.6	3.2	25.8
5	61	100.0	35.8	35.8	28.3	0.0	28.3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2004							
3	63	100.0	23.2	66.1	7.1	3.6	10.7
4	59	98.3	24.1	57.4	13.0	5.6	18.5
5	57	98.3	43.4	47.2	9.4	N/A	9.4
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	65	100.0	23.6	50.9	12.7	12.7	25.5
4	75	100.0	37.1	46.8	12.9	3.2	16.1
5	61	100.0	39.6	43.4	5.7	11.3	17.0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	65	98.5	38.2	36.4	16.4	9.1	25.5
4	75	100.0	66.1	27.4	6.5	0.0	6.5
5	61	100.0	69.8	22.6	5.7	1.9	7.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	65	100.0	25.5	34.5	25.5	14.5	40.0
4	75	100.0	38.7	56.5	4.8	0.0	4.8
5	61	100.0	56.6	35.8	3.8	3.8	7.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.8%	Down from 4.8%	3.9%	3.0%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Down from 10.7%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.0%	Up from 6.2%	5.4%	3.2%
Eligible for gifted and talented	7.9%	Down from 11.2%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Down from 8.0%	8.0%	8.2%
Older than usual for grade	0.7%	Down from 0.8%	1.8%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	51.5%	Up from 48.4%	50.6%	52.6%
Continuing contract teachers	87.9%	Up from 87.1%	75.5%	83.3%
Highly qualified teachers	81.3%	Down from 88.5%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	88.2%	Up from 88.0%	83.4%	87.0%
Teacher attendance rate	95.2%	No change	94.9%	95.0%
Average teacher salary	$44,077	Up 3.1%	$40,479	$41,703
Prof. development days/teacher	19.1 days	Down from 20.8 days	13.5 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student−teacher ratio in core subjects	17.0 to 1	Up from 16.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 90.5%	88.8%	89.8%
Dollars spent per pupil*	$7,342	Down 4.8%	$7,383	$6,242
Percent of expenditures for teacher salaries*	78.6%	Up from 78.5%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.5%	Down from 89.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	91.6%	89.4%
Highly qualified teachers in high poverty schools	89.4%	90.1%
	State Objective	**Met State Objective**
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Francis W. Bradley Elementary is an inner-city school located at 3032 Pinebelt Road in Richland County School District One. The school's organizational structure consists of Child Development through grade five, with a current enrollment of 364 students.

Bradley is a Professional Development School and maintains an alliance with the University of South Carolina. Professional development is a key component in ensuring quality instruction through research-based best practices. Members of the faculty and the administration have undergone extensive training as part of the SC Reading Initiative, with a strong emphasis on improving reading and writing instruction. Early intervention is the key to success in our young learners. In grades CD-1, Breakthrough to Literacy was implemented to develop the skills and knowledge young learners needed to become competent readers. Class size was reduced in first grade, and students who entered first grade unready received assistance through the Reading Recovery program.

Other interventions across the grade levels included Accelerated Reader and strategies supported through the SC Reading Initiative. The Accelerated Math program and math computer enrichment programs were used to supplement the regular mathematics program. Additional reading and math instruction was provided through the Success Maker, which is a computer-assisted instructional program incorporated into the computer lab. Our instructional program was further enhanced through the school's technology lab, which encourages the integration of technology in the instructional program. Teachers planned weekly for flexible, small-group instruction for students who needed assistance. Students who scored below basic on PACT were provided assistance in our after-school tutorial.

Due to recent renovations, Bradley's state-of-the-art facility features a new kindergarten wing, gymnasium, science lab, music room, keyboard lab and two computer labs. The school makes use of the latest technology. Parents have high expectations of the school and support the school's motto, "Striving for Excellence." An active PTA, School Improvement Council, parent volunteer programs and attendance at school-sponsored events are evidence of parent and community involvement. In May 2002, Bradley was recognized as a "Flagship School of Promise." Through our collaboration with business partners and members of the community, tutors and mentors were provided for students in grades 1-5. In 2003, Bradley received an award for Small Business Partnership of the Year as a result of its partnership with Image Point. For the past three years, the school has met Adequate Yearly Progress. In 2004, the school was the recipient of the Red Carpet Award, presented by the S.C. Department of Education. The school's friendly and warm environment makes it a wonderful place for students to learn and "BEE."

Erica Fields, Ph.D, Principal
Jacquelyn Stewart, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	58	40
Percent satisfied with learning environment	93.5%	91.4%	84.2%
Percent satisfied with social and physical environment	96.8%	87.9%	84.6%
Percent satisfied with school−home relations	56.7%	87.9%	68.4%

*Only students at the highest elementary school grade level at this school and their parents were included.